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ABSTRACT

The implementation handbook, over two-thirds of which is comprised of appendixes, describes a three-phased career education program in Texas involving 40 gifted and talented high school seniors. Phase I, the Guidance Laboratory Experience, features self-investigation and evaluation, career exploration, resource speakers, isolation of career areas, and mentorship interviews. In Phase II, Mentorship Laboratory Experience, students are placed in observer roles in specialized areas. Phase III, Internship Laboratory Experience, places the students in work experiences in the business sector. Included in the appendixes are various interview and rating forms used in the program, student data and screening criteria, a description of a multimedia career information kit, and several career scenarios. (DLS)

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ED165384

# Keeping a Sense of Direction in a Snowstorm

*by*

*SHARON COLSON*

*CHRISTOPHER BORMAN and WILLIAM NASH*

An Implementation Handbook of Community-Based Career Education for Gifted and Talented High School Seniors

AUGUST 1978

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EC 11 3000



**Center for Career Development and Occupational Preparation**
**College of Education / Texas A&M University / College Station, Texas 77843**

# Keeping a Sense of Direction in a Snowstorm

## Introduction

All programs for gifted and talented students conducted by the Center for Career Development and Occupational Preparation at Texas A&M University use the logo, "snowflakes," because this symbol seems to represent the uniqueness of both the students and the program: "No two are alike." Since providing meaningful career development information and activities to multipotentialed gifted and talented students without a basic format to follow is much like trying to maintain a sense of direction in a snowstorm, the information included in this handbook is designed to provide the program director with a compass for charting a course.

* * * * *

Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, national origin or educationally-unrelated handicaps.

* * * * *

*DISCLAIMER*

*The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U. S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.*

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"A Triadic Experiment in Education"

## Research Design

Forty high school seniors, 20 from A&M Consolidated High School in College Station, Texas; and 20 from Ray High School in Corpus Christi, Texas; participated in a three-phased career education program for gifted and talented students. Designed to combine the public school, the university and the business sector as classrooms for learning, this triadic model combines guidance, mentoring, and on-the-job training as an alternative approach to serving the unique career development needs of this special population.

## Replication Process

Students selected for the program are screened in the areas of general intellectual ability, creative thinking ability, academic ability, specific talent ability, and school success.

The program has three basic phases each of which fills 2 hours of the regular school day. Phase I, Guidance Laboratory Experience, features self-investigation and evaluation, career exploration, resource speakers, isolation of career areas and mentorship interviews.

In Phase II, Mentorship Laboratory Experience, the students are placed in observer roles in specialized areas identified during Phase I. A shadowing experience under the direction of a college or university professor is afforded each participant.

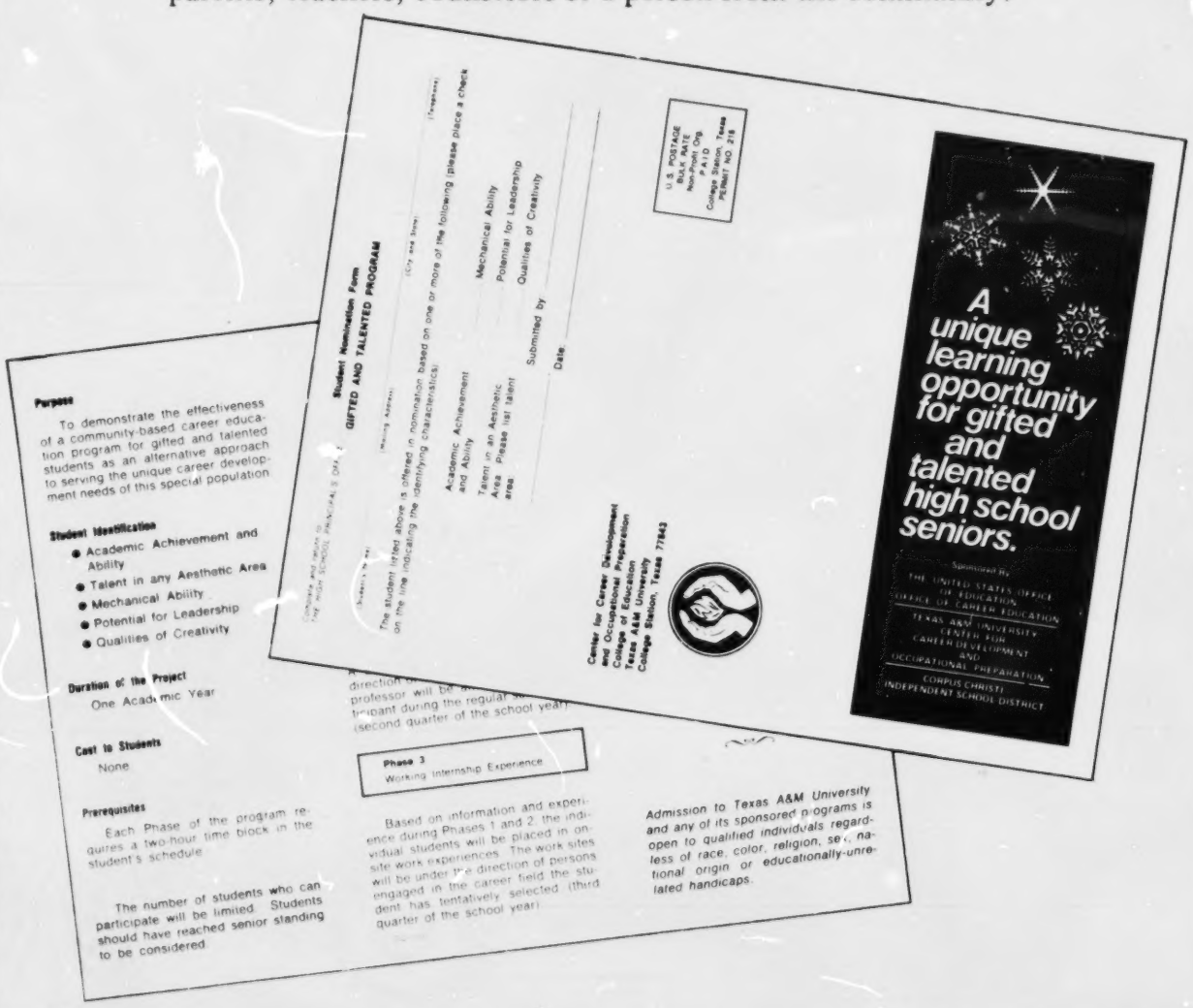
Phase III, Internship Laboratory Experience, places the students in work experiences in the business sector where students are actively involved in a segment of the broad field they pursued during mentorship. Through this project, the public school, the college/university, and the community join together to provide career development activities for gifted and talented high school seniors.

## Recruiting and Screening

A brochure describing the program is distributed to all entering seniors the first day of school registration and to all members of the faculty. Publicity about the program has been released prior to the first day of school.

The brochure describes the program, states areas of nomination, and includes a form for placing a student in nomination. A copy of a brochure is included. Notice that identifiers for nomination are listed as academic achievement and ability, talent in any aesthetic area, mechanical ability (in the inventive sense), potential for leadership, and qualities of creativity.

Nominations for the program may be made by students, parents, teachers, counselors or a person from the community.


Purpose
To demonstrate the effectiveness of a community-based career education program for gifted and talented students as an alternative approach to serving the unique career development needs of this special population.
Student Identification
Academic Achievement and Ability
Talent in any Aesthetic Area
Mechanical Ability
Potential for Leadership
Qualities of Creativity
Duration of the Project
One Academic Year
Cost to Students
None
Prerequisites
Each Phase of the program requires a two-hour time block in the student's schedule.
The number of students who can participate will be limited. Students should have reached senior standing to be considered.
Student Nomination Form
GIFTED AND TALENTED PROGRAM
Academic Achievement and Ability
Talent in an Aesthetic Area. Please list talent area
Mechanical Ability
Potential for Leadership
Qualities of Creativity
Submitted by
Date
Center for Career Development and Occupational Preparation
College of Education
Texas A&M University
College Station, Texas 77843
U.S. POSTAGE
BULK RATE
Non-Profit Org.
PAID
College Station, Texas
PERMIT NO. 215
Phase 3
Working Internship Experience
Based on information and experience during Phases 1 and 2, the individual students will be placed in on-site work experiences. The work sites will be under the direction of persons engaged in the career field the student has tentatively selected. (third quarter of the school year)
Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, national origin, or educationally-unrelated handicaps.
A unique learning opportunity for gifted and talented high school seniors.
Sponsored by
THE UNITED STATES OFFICE OF EDUCATION
OFFICE OF CAREER EDUCATION
TEXAS A&M UNIVERSITY
CENTER FOR CAREER DEVELOPMENT AND OCCUPATIONAL PREPARATION
CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT

## Screening Procedures

Parents and students are notified by mail of the student's nomination for the program. A permission-to-screen form in duplicate and a return envelope are enclosed. It should be signed by both parent and student and returned to the school.

Once the permission forms have been received, a testing schedule is developed and the students are informed of the time frame. The following instruments are used for student evaluation and screening using multiple criteria:

a) GENERAL INTELLECTUAL ABILITY: The Lorge-Thorndike Intelligence Tests, College Edition, Verbal and Non-verbal Forms, are administered.

b) CREATIVE THINKING ABILITY: The Torrance Tests of Creative Thinking, Verbal and Non-verbal Forms, are administered.

c) ACADEMIC ABILITY: The Iowa Tests of Educational Development, Reading Comprehension, are administered.

d) SPECIFIC TALENT ABILITY: Each student identifies a talent area and a mixture of testing and expert judgement is utilized. If testing is efficient (i.e. math, history, mechanical ability, etc.), an instrument such as the Differential Aptitude Test, Mechanical Abilities Test is administered. In the case of areas such as drama and music, auditions are conducted by experts (see Appendix A).

e) SCHOOL SUCCESS: Each student's cumulative grade average for high school years is recorded from school documents.

For final selection, a point-weighting-system is employed for performances in each area and point totals calculated for each student (see Appendix B). The weighting system is as follows:

| | |
|---|---|
| High: | 3 points |
| Moderate: | 2 points |
| Low: | 1 point |
| Other: | 0 points |

In each area, cutoffs are set for these weights. For example, intelligence test cutoffs are listed below:

| | |
|---|---|
| High: | 132 IQ and above |
| Moderate: | 124 IQ through 131 IQ |
| Low: | 116 IQ through 123 IQ |
| Other: | 115 IQ and below |

Consistency across test instruments was maintained through setting weight cutoffs at scores representing approximately the same percentiles from norms. Experts conducting auditions, judgements, and interviews rated students on scales and provided a summary judgement of high, moderate, low or no potential. Weight cutoffs are also established for high school grade averages (see Appendix B).

The last step is to total points across criteria and rank students according to these totals (see Appendix B). The fifteen highest students become full participants and the next five, alternates. The number accepted can be increased based upon available personnel.

All students who participated in the screening are notified by mail of their selection or non-selection for the program. Meetings of both parents and students selected are scheduled so that the program can be fully explained. A time during the day and an alternate time for evening should be scheduled so that each student and parent may attend if they desire to do so. At the meetings, the program should be fully explained and packets of materials that explain the program further should be given to each person to take with them. Some of the information that should be contained in the packets follows.

## Career Education

Career education exemplifies a movement in this country toward reform of the education system. This movement does not arise specifically from the needs of educators or the educational system itself but arises from the changing needs of a changing society. Today's youth will be faced with a highly technical, service-oriented society in which many contemporary jobs will eventually become obsolete.

Jobs unheard of today will suddenly be in great demand. Adding to the problem of our rapidly changing society is the undeniable existence of worker alienation, resulting in reduced productivity, lowered quality standards, and increases in both absenteeism and job dissatisfaction. Career education represents the educational system's role in preparing individuals for a relevant and meaningful entry into occupational society.

Kenneth Hoyt, Director of the Office of Career Education, U. S. Office of Education, gives the following definition: "Career education is the total effort of public education and the community to help individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

Career education aims to develop the individual's attitudes, knowledge and skills necessary for him or her to choose, become ready for, and enter a successful career. In this way education adds to the individual's selfworth and happiness by contributing to a meaningful and successful career.

A central theme of career education is involvement by both school and community. Students are given first hand opportunities to experience for themselves various occupational settings. In this way information is obtained directly from those who work in the occupation.

## Career Guidance

Career guidance is the current trend in the field of guidance and counseling which parallels the movement toward career education. Career guidance is involved specifically with giving the student the skills and abilities necessary to make meaningful and appropriate career choices. Family, friends, and many others are involved informally in the individual's development toward making such choices. Yet the formal activities of career guidance, as conducted by the professional, have been summarized into four parts in a College Entrance Examination Board publication (1972):

"To develop EDUCATIONAL AWARENESS through understanding of educational environments, the relationship of career choices and educational requirements, and educational opportunities in specific institutions and programs.

To develop CAREER AWARENESS through understanding of career opportunities, life styles that are reflected in different types of work and job openings.

To develop SELF AWARENESS through understanding of abilities and competencies, interests and values, and personal characteristics that are important in giving direction to educational and career goals.

To develop PLANNING SKILLS through understanding of personal, decision-making, and coping skills for meeting different life situations; procedures involved in advancing from school to college; and training programs or work."

Career guidance is particularly important to the gifted and talented student. The student may have strong aptitudes and skills in many, often diverse, areas. This broad spectrum of abilities can make specific career choices more difficult. Also, the ablest students are more frequently involved with lengthy graduate and post-graduate education. The appropriate decision made today will affect education and career options of the future. Career guidance aims to cultivate talent, and nowhere is this goal more challenging than with the gifted and talented.

### Reference

Willingham, W. W., Ferrin, R. I., and Begle, E. P. Career Guidance in Secondary Education. New York: College Entrance Examination Board, 1972.

## Phase I
## Guidance Laboratory Experience

The Guidance Laboratory Experience begins soon after participants and alternates are selected and continues through the first quarter of the school year. Schedules are altered to accomodate the needs of the students. Students are involved in guidance activities and career investigation for two class periods each day for six weeks. As with other phases of the project, high school credit is given. The laboratory should be conducted by counselors.

The laboratory is primarily an instructional and growth experience for participants. Educational awareness, career awareness, self awareness and planning and decision-making skills are stressed. Students leave the Guidance Laboratory with greater understanding of themselves in relation to the world of work and tentatively identify two career field interest areas that hold promise for individual fulfillment.

A profile is prepared describing each student within the framework of the Career Education Measurement Series which includes 177 learner outcomes identified as "basic" for 17 year olds in terms of career education in Texas. Test instruments such as John Holland's Self-Directed Search, the Strong-Campbell Interest Inventory, and the Work Values Inventory are utilized to help the student discover more about himself/herself. Guidance materials such as the Olympus' Career Emphasis Series are also utilized. Career information, guest speakers and simulations enhance the Guidance Laboratory Experience.

Examples of Guidance Lab experiences are:

Participation and completion of selected activities in the Emphasis Series from Olympus Publishing Company (this should be done through small group processes – 5 to 7 students per group); book review of What Color is Your Parachute? and preparation of an "Occu-Pak." A description and example of a student prepared Occu-Pak are in Appendix C.

Each student is expected to conduct interviews with individuals in selected career fields as an outside project. Descriptions of first and second career interest areas should be prepared by each student before the end of the Guidance Lab phase. These should incorporate such information as a general description of the field, occupation within the field, lifestyle associated with the work, preparation needed, future outlook for the field, reason for the choice and expected income.

Career-O-Grams and scenarios are also developed by participants. Examples of student prepared Career-O-Grams and scenarios are contained in Appendix D.

All of these activities are interspersed with resource speakers, field trips and testing. Examples of tests used during Phase I are the Work Values Inventory (WVI), Career Maturity Inventory (CMI), Career Education Measurement Series (CEMS) and the Strong-Campbell Interest Inventory. The instruments completed during screening are interpreted to both participants and non-participants.

## Phase II
## Mentorship Laboratory Experience

"Gifted and talented students, because of the personal significance they attach to careers, need to discover qualities which can best be obtained by direct contact with the career and direct association with people in the career" (Career Education for Gifted and Talented Students, ed. Kenneth B. Hoyt and Jean R. Hebeler). The scope of studies in colleges and universities makes them ideal vehicles for providing such direct associations for the participants. Individual participants are placed in observer roles in specialized career areas identified during the Guidance Laboratory Experience. A shadowing experience under the direction of a college or university professor is afforded each participant during the regular school day. Participants are encouraged to experience the professional activities of the mentor.

Twice-monthly conferences with participants should be conducted by school staff members to determine participants' reactions to the Mentorship Lab. The Mentorship Lab should also be evaluated by both mentors and participants mid-way through the school quarter and again at its completion. Where dissatisfaction or disenchantment with a career field is apparent, the participant should be placed in an alternate career field of his/her choosing.

Each participant will keep a log of activities completed during Phase II. The log serves to reinforce the learning of information as well as a discussion basis for the twice-monthly conferences.

## Phase III
## Working Internship Experience

Upon completing the Mentorship Phase, participants enter into the Working Internship experience during the third school quarter. Each participant is paired with an individual from the community who is active in either business, industry, labor or a profession. Thus, the participant is able to observe the life style required by the career, and the responsibilities that accompany the work. Students work closely with their site supervisors, gaining first hand experiences in their chosen career fields. Such direct involvement is important for gifted and talented students who attach personal significance to their careers.

Each student is scheduled for 10 hours of work per week. Although the student is not paid for the work, two elective credits are given for this phase of the project. Again, a log of experiences should be kept in a notebook for periodic review by school staff. Unlike the Guidance and Mentorship experiences, students furnish their own transportation for the Working Internship. This final experience of the project helps to either confirm participants' career choices or to motivate further career investigation.

## High School Credit

Students selected as participants into the Community-Based Career Education for Gifted & Talented Students program receive credit equal to 2 electives per quarter. A 2-hour time block is used during the regular school day for both the Guidance Laboratory and Mentorship Laboratory experiences. Schedules during the Working Internship experience vary according to student placement.

Credit should be issued as follows:

*First Quarter, Career Education, Phase I

Through self-investigation and evaluation procedures, students identify tentative career interest areas. All activities are conducted at the school for 2 hours daily for 6 weeks.

*Second Quarter, Career Education, Phase 2

Individual participants are placed in observer roles in specialized areas identified during Phase I. A shadowing experience under the direction of a university or college professor is afforded each participant during the regular school day.

Third Quarter, Career Education, Phase 3

Based on information and experience during Phases 1 and 2, the individual students are placed as volunteers in on-site work experiences. The work sites are under the direction of persons engaged in the career field the students have tentatively selected. Some of the work may be after school or on weekends, but 2 elective credits are obtained for this work experience.

Schedules may have to be altered to include Career Education. Some courses may have to be dropped. It is suggested that if a student desires to pursue a course that cannot be regularly scheduled, with teacher consent, the course be continued through independent study outside the classroom.

*NOTE: An alternate plan that has worked successfully utilizes only the last two quarters of the school year for the program. The first quarter of the school year is then used for screening, identification and start-up activities. Phase I and Phase II are combined and conducted during the second quarter of the school year with Phase III being conducted during the third quarter.

This triadic approach is flexible enough that it can be altered to mesh with local priorities and restraints; but, it is structured enough that the program director can keep a sense of direction in a snowstorm of gifted and talented "snowflakes."

***The information contained in this handbook is the result of two funded projects from the Office of Career Education; United States Office of Education; Department of Health, Education, and Welfare during 1976-77 and 1977-78.***

| | |
|---|---|
| Title of the Project: | Community-Based Career Education for Gifted and Talented Students |
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## *Appendix A*

## AUDITION AND INTERVIEW FORMS

PUBLIC SPEAKING INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Voice and Diction: _____ Superior _____ Average _____ Poor

2. Ability to Communicate: _____ Superior _____ Average _____ Poor

3. Attitude: _____ Positive _____ Indifferent _____ Negative

4. Appearance: _____ Superior _____ Average _____ Poor

5. Manner of Presentation: _____ Superior _____ Average _____ Poor

6. Potential: _____ High _____ Medium _____ Low _____ None

Comments:
_____
_____

_____
Evaluator's Signature

BUSINESS LEADERSHIP/SALES/MANAGEMENT
INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Knowledge of Business Practices: _____ Superior _____ Average _____ Poor

2. Enthusiasm and Interest in Business: _____ Superior _____ Average _____ Poor

3. Personal Characteristics Suggest Potential for Achievement in the Area of Business:
_____ Superior _____ Average _____ Poor

4. Conversational Ability: _____ Superior _____ Average _____ Poor

5. Appearance: _____ Superior _____ Average _____ Poor

6. Attitude: _____ Positive _____ Indifferent _____ Negative

7. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____
_____
_____
_____

_____
Evaluator's Signature

PHOTOGRAPHY INTERVIEW RATING FORM

Student's Name: _____ _____ _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Approach: _____ Superior _____ Average _____ Poor
2. Product: _____ Superior _____ Average _____ Poor
3. Technical Quality: _____ Superior _____ Average _____ Poor
4. Communicative: _____ Superior _____ Average _____ Poor
5. Attitude: _____ Positive _____ Indifferent _____ Negative
6. Enthusiasm & Interest in Photography: _____ Superior _____ Average _____ Poor
7. Career Material: _____ Vocational _____ Avocational _____ Neither
8. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____
Evaluator's Signature

LEADERSHIP INTERVIEW FORM

Student's Name: _____ _____ _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Conversational Ability: _____ Superior _____ Average _____ Poor
2. Appearance: _____ Superior _____ Average _____ Poor
3. Manner of Presentation: _____ Superior _____ Average _____ Poor
4. Articulation of Program Ideas: _____ Superior _____ Average _____ Poor
5. Past Leadership Accomplishments: _____ Superior _____ Average _____ Poor
6. Knowledge and Understanding of Leadership Techniques: _____ Superior _____ Average _____ Poor
7. Attitude: _____ Positive _____ Indifferent _____ Negative
8. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____
Evaluator's Signature

ELECTRICITY INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Phone: _____

School: _____

1. Interest in math and physics: _____ Superior _____ Average _____ Poor

2. Ability in math and physics: _____ Superior _____ Average _____ Poor

3. Knowledge in general area of electricity: _____ Superior _____ Average _____ Poor

4. Enthusiasm and interest in electricity: _____ Superior _____ Average _____ Poor

5. Personal characteristics suggest potential for achievement in the general area of electricity:
_____ Superior _____ Average _____ Poor

6. Communicative: _____ Very _____ Average _____ Poor

7. Attitude: _____ Positive _____ Indifferent _____ Negative

8. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____ _____
Evaluator's Signature

HELPING PROFESSIONS INTERVIEW FORM

Student's Name: _____ _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Conversational Ability: _____ Superior _____ Average _____ Poor

2. Appearance: _____ Superior _____ Average _____ Poor

3. Empathy: _____ Superior _____ Average _____ Poor

4. Attitude: _____ Positive _____ Indifferent _____ Negative

5. Warmth: _____ Superior _____ Average _____ Poor

6. Sincerity: _____ Superior _____ Average _____ Poor

7. Openness: _____ Superior _____ Average _____ Poor

8. Potential: _____ High _____ Medium _____ Low _____ None

Comments:

_____

_____

_____ _____
Evaluator's Signature

15

## DRAMA AUDITION RATING FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Prepared Selection:
   A. Voice & Diction: _____ Superior _____ Average _____ Poor
   B. Bodily movement: _____ Superior _____ Average _____ Poor
   C. Interpretation: _____ Superior _____ Average _____ Poor

2. Improvisation: Happy Scene
   A. Originality: _____ Superior _____ Average _____ Poor
   B. Bodily movement _____ Superior _____ Average _____ Poor
   C. Consistency: _____ Superior _____ Average _____ Poor
   D. Projection: _____ Superior _____ Average _____ Poor

3. Improvisation: Sad Scene
   A. Originality: _____ Superior _____ Average _____ Poor
   B. Bodily movement: _____ Superior _____ Average _____ Poor
   C. Consistency: _____ Superior _____ Average _____ Poor
   D. Projection: _____ Superior _____ Average _____ Poor

4. Communicative: _____ Very _____ Average _____ Poor

5. Attitude: _____ Positive _____ Indifferent _____ Negative

6. Career Material: _____ Vocational _____ Avocational _____ Neither

7. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____

_____

_____

_____

_____ _____
Evaluator's Signature

## DANCING RATING FORM

Name _____ Date _____

1. Bodily movement _____ Superior _____ Average _____ Poor
2. Interpretation of music _____ Superior _____ Average _____ Poor
3. Originality _____ Superior _____ Average _____ Poor
4. Consistency _____ Superior _____ Average _____ Poor
5. Projection _____ Superior _____ Average _____ Poor
6. Communication through body language _____ Superior _____ Average _____ Poor
7. Attitude _____ Superior _____ Average _____ Poor
8. Enthusiasm _____ Superior _____ Average _____ Poor
9. Potential _____ Superior _____ Average _____ Poor
10. COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____ _____
Signature of evaluator

EVALUATION FORM FOR STUDENT ART WORK

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Telephone: _____

1. Ability to convey meaning through art: _____ Superior _____ Average _____ Poor

2. Displays individual thinking through art: _____ Superior _____ Average _____ Poor

3. Knowledge of art form, styles, and techniques: _____ Superior _____ Average _____ Poor

4. Career Material: _____ Vocational _____ Avocational _____ Neither

5. Potential: _____ High _____ Medium _____ Low _____ None

Comments:

_____

_____

_____

_____

SPEECH INTERVIEW FORM

Student's Name: _____ Age: _____ Date: _____
Last First MI

Local Address: _____ Phone: _____

1. Voice & Diction: _____ Superior _____ Average _____ Poor

2. Ability to communicate: _____ Superior _____ Average _____ Poor

3. Attitude: _____ Positive _____ Indifferent _____ Negative

4. Enthusiasm and interest in speech: _____ Superior _____ Average _____ Poor

5. Potential: _____ High _____ Medium _____ Low _____ None

Comments: _____

_____

_____

_____

Evaluator's Signature

*Appendix B*

## FINAL SECTION
## POINT TOTALS FORM

STUDENT DATA AND SCREENING CRITERIA

Name: _____ Date: _____

Address: _____ Parent or Guardian: _____

_____

Date of Birth: _____ Age: ____

Sex: _____ Ethnic Heritage: _____

Possible Total Points: 21 Total Points Achieved: _____

1. Intelligence Test (Lorge-Thorndike)

| Rating System: | Point Equivalent: |
|---|---|
| H: 132 and above | 3 |
| M: 124 - 131 | 2 |
| L: 116 - 123 | 1 |
| O: 115 and below | 0 |

Verbal Scale Score: _____ Points: _____

Nonverbal Scale Score: _____ Points: _____

Sub-total: _____

2. Creativity Test (Torrance)

| Rating System: | Point Equivalent: |
|---|---|
| H: 140 and above | 3 |
| M: 130 - 139 | 2 |
| L: 120 - 129 | 1 |
| O: 119 and below | 0 |

Verbal Index Score: _____ Points: _____

Nonverbal Index Score: _____ Points: _____

Sub-total: _____

3. Achievement Test (Iowa Tests of Educational Development)
(Reading Comprehension Section Only)

| Rating System: | Point Equivalent: |
|---|---|
| H: 98th percentile and above | 3 |
| M: 93rd percentile - 97th percentile | 2 |
| L: 84th percentile - 92nd percentile | 1 |
| O: 83rd percentile and below | 0 |

Reading Comprehension Percentile Score: _____ Points: _____

4. Specialty Area

| Rating System: | Point Equivalent: |
|---|---|
| H: 98th percentile and above or expert rating of high | 3 |
| M: 93rd - 97th percentile or expert rating of medium | 2 |
| L: 84th - 92nd percentile or expert rating of low | 1 |
| O: 83rd percentile and below or expert rating of no potential | 0 |

Specialty Area: _____

Measurement Used: _____

Score: _____ Points: _____

5. High School Grade Average

| Rating System: | Point Equivalent: |
|---|---|
| H: 97 and above | 3 |
| M: 93 - 96 | 2 |
| L: 89 - 92 | 1 |
| O: 88 and below | 0 |

Cummulative Average: _____ Points: _____

*Appendix C*

## OCCUPAC

### WHAT IS AN "OCCUPAC?"

An OCCUPAC is a multi-media package or kit which is used to present career information to students at all grade levels, beginning even in Kindergarten. It incorporates learning skills such as seeing, talking, listening, and doing and helps to make a child more aware of himself as well as the world of work. It provides a type of hands-on learning experience and gives a child a chance to actually get the feel of a specific job. An OCCUPAC is usually self-contained; that is, it includes a programmed tape, slides or prints, sounds of work, simulated work activities, and props of all kinds from the real world of work.

The OCCUPAC idea originated at Eastern Illinois University in 1970. During the first year of operation, fifteen OCCUPACS were developed and many dimensions of the selected occupations were presented.

*Adapted from "OCCUPACS for Hands-On Learning," AVA Journal, January, 1972, pp. 40-41.

*Appendix D*

**CAREER-O-GRAMS**

**SCENARIOS**

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Career-O-Grams

**M**aking
**U**nusual
**S**ounds
**I**n
**C**onjunction with
**I**nstrumental
**A**chievement and playing
**N**icer melodies

**A**ugust **W**enck

**C**an you be
**I**nterested enough to
**V**ie for top marks
**I**n order to
**L**earn the

**E**ssentials for building
**N**arrow bridges over
**G**orges
**I**n
**N**airobi as well as
**E**xperimenting with crashing small
**E**ngined cars into
**R**ailroad abutments

**T**om **W**ilkes

**L**isten,
**A**nalyze, and
**W**eigh all facts, to determine
**Y**our clients
**E**qual rights under our law and get
**R**ich as a result.

**J**ames **S**tancil

**A**cting like someone you're not but
**C**onveying
**T**rue emotions and feelings of
**R**ealism
**E**specially when there are
**S**tupendous amounts of
**$** involved.

**D**raining body energy to twist
**A**nd turn and kick while at the same time
**N**ever losing grace. Oh and
**C**lothing's not a problem because
**E**ssentially leotards and tights
**R**eign in this business

**T**eri **R**ichardson

**E**ach person feels the
**N**eed to seek out his own ambitions and
**G**ive to society an
**I**ncomparable contribution. Doing your own thing is
**N**ecessary and the field of
**E**lectrical
**E**ngineering
**R**eally expresses my ambitions.

**E**xpressing a
**N**otion of a
**G**reat
**I**dea about
**N**ecessary
**E**lectrical device that could help
**E**verybody could
**R**eally prove self-rewarding.

**M**ike **H**arville

**A**bstract and
**D**iverse
**V**erbiage combine in an
**E**ffective and
**R**ythmic pattern
**T**o
**I**ntice and
**S**ell
**E**ven the most skeptical consumer a
**R**onco® "Vege-A-Matic"®!

**P**aul **H**augen21

## DIRECTIONS FOR SCENARIO

Write a scenario of a day or week in your life as it might occur in the year 2001. A scenario is simply a description of a sequence of events that might possibly happen in the future. A scenario is usually developed by studying the facts of a situation and selecting a development that might occur, and imagining the range and sequence of events that might follow. Use the facts you have about yourself, the occupation you have described, and the future and try to imagine a specific day or week in the year 2001. Describe what you will be doing, where you will be, whom you will be with, what will be happening in the world, and how you will feel about all of these things.

*Source:* *E. PAUL TORRANCE*
*University of Georgia*
*Athens, Georgia*

## Scenario

The year is 2020, the day is December 25; Christmas, as it used to be called, the time is 1830 hours. My name is Paul Bassett and I've just finished my shift as the engineer in charge of the laser-transfer section of the UN150M research solar energy conversion station. As my title might lead one to believe, I'm in charge of the section conducting research on how best to upgrade the efficiency of the laser method currently employed in the transfer of energy from this station to the Earth-based reception station. UN150M is a relatively small, moon-based power station capable of producing only $3.6 \times 10^6$ KW and housing a mere 5000 researchers, families, and supportive personnel.

I've been in space ever since the USA1 opened back in 1990. I wouldn't trade my life in space for an earth bound job for anything. Back in the early days, life on a space station wasn't all that comfortable; but these days, with all the improvements that have been made, a space station can compare with anything as far as comfort goes. However, as space stations improved, they also improved life on earth drastically. Before space stations came along, the earth was steadily running out of raw materials, energy and food. With the advent of asteroid mining, satellite energy stations and space farming, these problems were, to a great extent, solved.

Although space stations solved some of the earth's biggest problems, probably the greatest effect of the stations was in the area of world government. Projects as large as these required huge, multi-nation organizations. As the earth became more and more dependent on the space projects to supply its needs, these organizations and the people who ran them became more powerful. Finally, these organizations had virtually all the power and a new form of government had evolved, that of government by corporation. Since these corporations are essentially profit-oriented, the governments they run are very efficient. This efficiency has shown up in improved conditions, both economic and social.

Man, up to this point, has made great studies toward the perfect society. Although this ideal is an impossible dream, man, the dreamer, will keep on trying for it.

*Author:* *PAUL BASSETT*
*College Station, Texas*

## 2001: A Data Odyssey

7:00 A. M. The sun's gentle rays woke me up this morning. Everyone else in the house was asleep so I decided to walk around outside. I enjoyed the fresh air and with every breath I relaxed. I've always enjoyed living on this island in the South Pacific. When these communities were started as a solution to over-population I was skeptical that I could adjust. As I stand on the edge of my island, the tide creeping over my feet, I can see several other islands like mine, and I know now I would never want to leave this community. Each island is about two or three acres (only ten feet thick) and floats on top of water. Each island has a home and whatever the family desires. Each of the homes has a hole in its middle allowing passage to the underwater multi-level community which contains government structures, shopping areas, and schools.

11:00 A. M. This morning I taught school. I enjoy working with high school youth.

12:00 A. M. I went to the music library and checked out some songs and browsed through the recordings.

1:00 P. M. I ate lunch above sea level at Bill's Restaurant with my family and friends. We ate oranges, algae, and barbecued fish.

5:00 P. M. All afternoon I worked with some high school kids in the community park. We worked on the music I checked out. Then we engaged in popular sports – air and water sports.

7:00 P. M. After flying home, I ate supper with my family on the porch of our home.

10:00 P. M. I showed a movie in our yard (under the stars) to my family and some other friends.

12:00 P. M. Content, I went to bed.

*Author:* *DIANA PFANNSTIEL*
*College Station, Texas*

Scenario

It's December 7, 2000, at Antilles One located in the northermost quadrant of the Sea of Storms. I'm Dr. Terrance Stover, lead engineer and construction supervisor of the new moon base. It is designed to house up to fifteen hundred technicians and their families and all the gardens and synthesizers to support them all. When completed, it will be the largest base within 1700 kilometers and will serve as a support base for the small mining camps located in the mountain ranges, just visible on the horizon.

We have 87 people with our crew now, but the number will expand rapidly because we have just installed the first phase of the living quarters. Fortunately, we lie high on the commissioner's priority list. We do not wait nearly as long for supplies and we have our own power stations so we need not rely on solar cells and batteries. Only the moon port, which acts as a base for all deep space missions and supply station for moon satellites, and its huge population of seven thousand is better equipped.

Seven thousand! I can still remember the first landing on the moon, way back in '69. Just thirty years ago there were only three people in space, now there's thirty thousand. We are really fortunate up here. Our synthesizer provides us with all the oxygen and water we need and we even have energy to waste. It is really a desirable place, better than earth with its poisoned water, food riots, plagues and energy problems. They had four riots in New York yesterday; they thought that they needed more food. They should be glad to get 40 grams per day; in most places the ration is 15 grams. It's a far cry from when I was a kid: we had food to stuff ourselves with and only had to pay with money. None of these silly ration coupons that cost more than the food ever existed then, and how about those wasteful automobiles; they spent enough energy to power three synthesizers. But we had plenty of energy then, and plenty of food and homes and even water. We thought water would never be a problem, but the chemicals and radiation found their way into the aquafiers. Of course we were told that it would happen, but we still had plenty of rain. Now the rain can even take the finish off of metal. And how about food? We thought we could produce enough to feed the world, and we did. But then the petroleum supply dwindled; they never realized how dependent agriculture was on oil. Now most of the food grows in the hydroponic soybean plants. You know, up here we have real meat, and the President in Washington eats soybeans. The plagues were under control too, in fact, there were no plagues, not the kind we have now anyway. We had medicines, but we have them now, too. But inoculating eight billion people is impossible, even if the serum was available.

You know, I never realized how well off I am up here. Plenty of food and water, and energy too. I was going to take my family back to earth a while back, but the physicians said their bodies wouldn't tolerate the strain. It's sort of a shame, they've never been there you know. But it's such a mess anyway. They're dragging us down with them though. Ninety-five percent of our power generated is beamed to them, and they take our food, too. The only reason the commissioner is still in control is that our energy powers their military. They depend on us for everything. If we cut off the power, they couldn't even send ships to turn it back on. We should be in control. In fact, we will have more than two hundred thousand people in space, on the moon and mars and its moons within ten years. All the technocrats will live up here; we'll have all the brains, and we'll be entirely self sufficient. The earth is too polluted to do us any good anyway. I've heard of a movement for Space Colonies independence before, seems like a good idea. We should leave those earth people to themselves, let them work out their own problems.

*Author: TERRY STOVER*
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